United Nations A/58/182

General Assembly

Distr.: General
24 July 2003

Original: English

Fifty-eighth session
Item 45 of the provisional agenda*
Culture of peace

International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010

Note by the Secretary-General**

The Secretary-General hereby transmits to the members of the General Assembly the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization, in accordance with General Assembly resolution 57/6 of 4 November 2002.

Summary

The present report, prepared by the United Nations Educational, Scientific and Cultural Organization, is submitted in accordance with General Assembly resolution 57/6 of 4 November 2002, entitled "International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010". It follows three reports of the Secretary-General (A/55/377, A/56/349 and A/57/186 and Add.1), which provide the overall strategy for the implementation of the Programme of Action on a Culture of Peace (General Assembly resolution 53/243 B) and the International Decade.

* A/58/150.
** The report in its final form was received on 22 July 2003.

03-44328 (E) 210803

Contents

		Paragraphs	Page
I.	Introduction	1	3
II.	Implementation of the Programme of Action on a Culture of Peace	2–66	3
	A. Actions to foster a culture of peace through education	3–25	3
	B. Actions to promote sustainable economic and social development	26–31	8
	C. Actions to promote respect for all human rights	32–36	10
	D. Actions to ensure equality between women and men	37–43	11
	E. Actions to foster democratic participation	44–47	12
	F. Actions to advance understanding, tolerance and solidarity	48–53	13
	G. Actions to support participatory communication and the free flow of information	54–60	15
	H. Actions to promote international peace and security	61–66	16
III.	The role of civil society	67–69	17
IV.	Communication and networking arrangements	70–71	18
V.	Conclusions and recommendations	72–75	18

I. Introduction

1. Now more than ever, efforts must be strengthened to reinforce the commitment of nations and civil societies to a culture of peace. The terrorist attacks of 11 September 2001 and the events in Iraq this year have once again focused the attention of the international community on the manifold threats posed by acts of violence not simply to human security, but to the very principles and values of the Charter of the United Nations. In response to recommendations 10 and 21, contained in the report of the Secretary-General's Policy Working Group on the United Nations and Terrorism (A/57/273, annex), the United Nations Educational, Scientific and Cultural Organization (UNESCO) identified in a position paper presented during the United Nations Inter-agency Meeting, held on 26 and 27 February 2003, five key areas which are of relevant importance to answer these new challenges: revision and development of textbooks and teaching materials, and related teacher training, ethics of science and technology, culture of peace, human rights education and education for non-violence and peaceful resolution of conflict, media education and freedom of expression, dialogue among cultures and civilizations and protection of cultural diversity. Each of these areas figures among the eight domains of action for a culture of peace and should be given particular attention for the implementation of the International Decade for a Culture of Peace and Non-Violence for the Children of the World.

II. Implementation of the Programme of Action on a Culture of Peace

2. The present section presents examples of activities carried out by UNESCO, as the lead agency for the Decade, with the participation of other United Nations bodies, Governments and civil society. It also contains an overview of the activities implemented by the United Nations Children's Fund (UNICEF) and the University for Peace, pursuant to resolution 57/6. These activities are presented in eight sections, corresponding to the eight areas of the Programme of Action.

A. Actions to foster a culture of peace through education

3. Education is key in all efforts to counteract intolerance and violence and to foster a culture of peace. In this context, the promotion of quality education, focused not only on cognitive understanding and development, but also on the social and other dimensions of learning, is a salient issue. For UNESCO, quality education should include dimensions such as education for sustainable development, education for peace, human rights and democracy, the regular revision of curricula and learning materials in order to better address the growing complexity of societies and a broader attention to the needs and challenges related to teacher education.

4. Peace education-related activities in UNICEF are guided by the Millennium Development Goals and by human rights principles, such as those from the Convention on the Rights of the Child, namely the best interests of the child, non-discrimination and the right of the child to participate and be listened to. In UNICEF, peace education is defined as the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable

children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level.

UNESCO-supported culture of peace education activities

5. UNESCO continues to put emphasis on activities aimed at fostering a culture of peace through education. Concerning textbook revision and the production of learning materials, activities included the promotion of textbook revision to foster international understanding and tolerance by bringing together 60 experts at a meeting on "Textbooks and learning materials: components of quality education that can foster peace, human rights, mutual understanding and dialogue", held in Paris in December 2002. An international seminar on "School violence: education and culture for peace" was organized in partnership with the United Nations Development Programme (UNDP) and the Catholic University of Brasilia, in November 2002. A subregional workshop on "The integration of human rights, peace and democracy education in national plans of education" was held in Banjul in June 2002, with the participation of experts from eight West African countries. A "Teachers Guide to Peace Education" has been launched in both the Indian and Sri Lankan Parliaments. This initiative is expected to be tested first in the South Asian countries and then globalized at the international level as a peace education tool.

6. *Education in emergencies and reconstruction.* UNESCO developed a programme of research, training and capacity-building on "Education in emergencies and reconstruction", for ministries of education and agencies assisting them in developing countries. The programme consists of country case studies of educational planning and management during emergencies and reconstruction (Burundi, Honduras, Kosovo, Palestine, Rwanda, Sierra Leone, Sudan and Timor-Leste); thematic policy studies on integration of youth at risk, post-conflict; coordination of education in emergencies and reconstruction; teacher management in emergencies; validation and certification of pupil attainments in emergencies, a guidebook for ministry of education officials and agencies, assisting them in educational planning and management during emergencies and reconstruction. Support and technical assistance was provided to several countries in crisis and reconstruction, including support for the Government of the Congo in the technical preparation of the états généraux de l'éducation. A regional programme for the reintegration of young people affected by armed conflicts in Africa, involving the Democratic Republic of the Congo, Rwanda and the Great Lakes countries, was initiated with the support of the Government of Belgium and the World Bank. Priority emergency education projects for 2003 were prepared for Chechnya, Angola, the Sudan, Iraq and Côte d'Ivoire.

7. *UNESCO Prize for Peace Education.* The UNESCO Prize for Peace Education aims at promoting all forms of action designed to construct the defences of peace in the minds of men by rewarding a particularly outstanding example of activity designed to alert public opinion and mobilize the conscience of humanity in the cause of peace, in conformity with the Constitution of UNESCO and the Charter of the United Nations. The 2003 Prize was awarded to Father Emile Shoufani (Israel) in recognition of his ceaseless effort to bring Arabs and Jews closer together. An honourable mention was awarded to Yolande Mukagasana (Rwanda/Belgium) in recognition of her contribution to a culture of peace by bearing personal witness to the genocide perpetrated in Rwanda in 1994.

8. UNESCO provides technical assistance to its member States in mainstreaming a culture of peace into their national education systems (both formal and non-formal). This is being done through a number of operational projects focusing on: (i) training of teachers; (ii) production of appropriate educational materials; and (iii) revision of curriculum. Several activities are being carried out in Albania, Cambodia, Jamaica, Senegal — in collaboration with UNICEF — Niger and Chad — jointly with the Danish Agency for Development Assistance — and Pakistan. The main thrust of such projects is that they are implemented on the spot using local expertise and with the active participation of local communities and national NGOs.

UNICEF-supported peace education activities

9. The year 2002 was the first of a four-year medium-term strategic plan to focus the UNICEF corporate plan around five organizational priorities: girls' education; integrated early childhood development; immunization "plus"; fighting HIV/AIDS; and improved protection of children from violence, exploitation, abuse and discrimination. The plan provides the framework for all UNICEF actions throughout the life cycle of the child to promote the achievement of results for children based on a human rights approach to programming.

10. The Fund's peace education-related activities form an integral part of a comprehensive approach to fulfilling the right to quality education for all children. One of the major obstacles to achieving that goal is gender-based discrimination. The majority of the out-of-school children are girls. Ensuring education for girls is a right in itself and is also central to the fulfilment of many other rights and developmental outcomes for the child and future generations of children. It also implies eliminating all forms of gender-based discrimination, against boys and girls, so that all children have equal opportunities to develop their full potential.

11. There are five key dimensions of quality education that guide UNICEF programming: learners; content; processes; environment; and outcomes. Peace education is helping to establish quality child-friendly learning environments that are rights-based, gender-sensitive, healthy and safe for children, protective of them and successful in helping them to learn. Through peace-minded quality education, children and young people are empowered to participate in bringing about constructive change, both locally and globally. A UNICEF paper on the quality framework for education in emergencies with a focus on peace and life skills-based education is forthcoming. From peace-minded quality education come learners who have acquired literacy, numeracy and important life skills, such as critical thinking, decision-making, communication, negotiation, conflict resolution, coping and self-management, which can be applied to specific contexts, including peace-building, violence prevention, hygiene and sanitation, health and nutrition practices, HIV/AIDS prevention and environmental protection.

12. It is the Fund's position that peace education has a place in all societies — not only in countries undergoing armed conflict or emergencies. Because lasting behaviour change in children and adults only occurs over time, effective peace education is necessarily a long-term process, not a short-term intervention. While often based in schools and other learning environments, peace education should ideally involve the entire community. In 2002, UNICEF continued to support the implementation of the following peace education-related activities. Furthermore,

examples of field-based approaches referenced in the 2002 Country Office Annual Reports are available on the following web site: http://www3.unesco.org/iycp/uk/uk_tb_national_articles.asp?CodeContact=24020.

13. *Initiation of a global strategy on safety and security in schools from a gender perspective.* Within the context of the United Nations global study on violence against children, UNICEF is focusing on child-friendly learning environments in order critically to examine issues of girls' education and human security in schools. Preliminary consultations have taken place with a view to holding an international seminar on safety and security at the end of 2003, a global knowledge sweep on gender-based violence in schools is under way and case studies are under discussion. It is anticipated that the processes will help to inform future research, policy development and UNICEF programmatic action at the country level.

14. *Supporting peace education and education for conflict resolution initiatives at the country level.* Initiatives are being implemented in more than 20 countries, which target formal as well as informal education. They cover a wide range of activities, including learning-through-playing opportunities, peer mediation for conflict resolution, campaigns for peaceful coexistence, use of theatre and other performance art to raise awareness of the issues, child-friendly schools/community initiatives, capacity-building to promote democratic youth leadership, training of child broadcasters and parents' education for conflict mediation and non-violence.

15. *Supporting development of country-based educational materials, curricula and teaching manuals for peace education and education for conflict resolution.* This is being done in cooperation with government institutions, local and international non-governmental organizations (NGOs) and other United Nations agencies (e.g. UNESCO). These materials are used to help children develop skills in problem-solving, negotiation, critical thinking and communication that will enable them to resolve conflicts without resorting to violence.

16. *Sport for development.* UNICEF has co-chaired the Inter-agency Task Force on Sport for Development and Peace. Since October 2002, the participating agencies have worked together to explore the use of sport within the United Nations system, to share experiences and to generate practical recommendations and proposals. A report containing the findings from this collaboration was prepared and presented to the Secretary-General. It recommends that sport should be incorporated as a useful tool in programmes for development and peace, and that communications-based activities using sport should focus on well-targeted advocacy and social mobilization, particularly at the local and national levels. The use of partnerships is also strongly recommended.

17. *Peace and disarmament education.* The project "Disarming Children and Youth: Raising Awareness and Addressing the Impact of Small Arms" is being implemented. Supported by the United Nations Foundation/United Nations Fund for International Partnerships, this project has been undertaken in Kosovo, Somalia, South Sudan and Tajikistan. The objective is to initiate change in the attitudes and behaviour of children, their families and communities to oppose the use of small arms. The strategy is to develop children's skills for conflict resolution, offer alternative behaviours to youth and build pressure for changes in public policy through youth involvement in peace-building at the community and national levels.

18. *Life skills-based education for peace education and the environment in southern Sudan (Operation Lifeline Sudan).* Life skills-based education modules for peace education and the environment are currently under development, following the successful development and testing of HIV/AIDS prevention and health/sanitation materials in 2002. These new modules provide information and activities which will help mentors and learners to develop knowledge, attitudes and skills for landmine safety, conflict resolution, peace-building and the promotion of human rights. The life skills-based education programme goes beyond the focus on curriculum alone and utilizes a comprehensive approach to quality education. Mentors are trained in participatory teaching and learning methods. Community centres — which provide integrated services, such as education, health care, clean water, and sanitary latrines — serve as gender-sensitive, protective learning environments that allow children to practise the life skills that they have gained.

19. *Developing a landmines and small arms advocacy kit.* This kit aims at providing UNICEF staff with the resources to undertake advocacy on these issues. A booklet, "Child Rights Guide to the Mine Ban Treaty", is being developed to raise awareness of the impact of landmines on children and to explain the relationship between the Convention on the Rights of the Child and the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Landmines and on Their Destruction.

20. *The use of new technologies to promote peace-minded quality education.* The UNICEF "Voices of Youth" Internet project (http://www.unicef.org/) continued throughout the year to promote issues related to adolescent development and participation. This online project provides an opportunity for children and young people to learn about global issues, particularly in the light of how they affect children and young people worldwide, to share their views with others and to look at ways in which they can take action in their own communities.

The University for Peace — culture of peace through education

21. *Training programmes and international peace studies.* The University for Peace (UPEACE) is now offering Master's programmes and other short courses are at an advanced stage of development in the fields of: human rights; international law and the settlement of disputes; gender and peace-building; natural resources and sustainable development; international peace studies; and education for peace-building. Progress has also been made towards the development of teaching programmes in other fields, particularly in: economic development and peace; environmental security and peace; human security; youth, employment and violence; the media, peace and security; and disarmament and non-proliferation, based on a specific new mandate for UPEACE from the General Assembly.

22. In June 2003, UPEACE graduated the first group of students in its new academic programme. These students graduated from the Dual Master's Degree Programme in Natural Resources and Sustainable Development (with the School of International Service at American University in Washington, D.C.), the Master's Degree Programme in Human Rights Studies and the Master's Degree Programme in International Law and the Settlement of Disputes.

23. *Capacity-building in peace education and conflict prevention.* In order to be more cost-effective, courses are being organized not only at UPEACE headquarters but also in different regions of the world. Teaching has begun at the Central

European University in Budapest, where a three-month course in peace and conflict studies was successfully taught to senior academics from Central Asia in 2002. Similar courses are now in progress. In addition, two short courses for mid-career professionals will be taught at Mahidol University, Bangkok, in July 2003, as part of the Asia and Pacific Programme. The topics are: "Environmental security and natural resource conflicts" and "Religion: conflict or peace?" Major programmes are now being launched to build capacities for education for peace in Africa and Latin America.

24. *Multicultural courses on key peace-related issues.* Such courses are being developed and disseminated to partner universities throughout the world. This offers a substantial multiplier, making it possible for large numbers of students, in their home universities, to study specific issues, including conflict prevention, mediation, peace-building, human rights and gender issues. There is intense student demand and strong interest in partner universities in this element of the UPEACE programme. It will enable UPEACE to make a significant contribution to building the human capacities which are essential for conflict prevention and peace-building throughout the world. Specific partner universities have been identified in Africa, Latin America, Central Asia, India, and Asia and the Pacific, which are ready to use UPEACE materials as they become available.

25. Of particular interest is the UPEACE foundation course in international peace studies, which has been developed through a process of international consultation, for inclusion in all UPEACE programmes and for dissemination to other universities. In accordance with specific provisions of the UPEACE charter, this course will be compulsory for all UPEACE students. UPEACE is also launching a new Master's Degree Programme in International Peace Studies, scheduled to begin operating in September 2003. The programme will be a key element in the UPEACE academic programme. Finally, an international consultation on the status of peace education was held in New York, in November 2002. The meeting, co-sponsored by UPEACE and Teachers College, Columbia University, is an important component of the work plan for the development of UPEACE programmes.

B. Actions to promote sustainable economic and social development

26. The World Summit on Sustainable Development, held in Johannesburg, South Africa, in August/September 2002, has injected new urgency and substance into the quest for sustainable development centred on the human being and based on respect for human rights and democratic principles, solidarity, dignity, sharing and equity. All UNESCO programmes are responding to the need to reinforce action as outlined in the Plan of Implementation of the Summit. In particular, the principal priority of the UNESCO natural sciences programmes, "Water and ecosystems", and the work of the Intergovernmental Oceanographic Commission are at the centre of the organization's contribution. The publication, in March 2003, of the first *World Water Development Report* by a consortium of 23 United Nations agencies and convention secretariats led by UNESCO is a major input to assist Governments in charting sustainable development, improve the management of water resources and access to water and sanitation — another Millennium Development Goal. A key outcome was also the recommendation for a United Nations decade of education for sustainable development, the preparation of which has been entrusted to UNESCO. In addition,

continued emphasis is being placed on activities in the framework of the cross-cutting theme "eradication of poverty, in particular extreme poverty".

27. *Education for sustainable development*. Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems relevant to sustainable development, in particular poverty, HIV/AIDS, environmental degradation, knowledge formation and sharing, rural development and changes in production and consumption patterns. In this regard, UNESCO has launched the project on integrating environmental education in TVE (Technological and Vocational Education) schools in Asia, beginning with country data collection and the first drafting of country surveys. In order to enhance public understanding of science and technology, six thematic posters on integrated science and technology education and two interactive CD-ROMs on biotechnology and environmental education were produced.

28. *Biosphere reserves: the ecosystem approach in action*. Biosphere reserves are designed to meet one of the most challenging issues that the world is facing today: to conserve the biodiversity and maintain healthy natural systems while, at the same time, meeting the material needs and aspirations of an increasing number of human beings. In the framework of the Man and the Biosphere programme, the development of the World Network of Biosphere Reserves was achieved with the approval of 18 new biosphere reserves, one transboundary biosphere reserve and four extensions to two existing biosphere reserves. Several new sites demonstrate the ecosystem approach in action (Ticino, Italy), the application of the concept in coastal areas (e.g. Jaragua-Bahoruca-Enriquillo, Dominican Republic) and in small islands (e.g. Jeju Island, Republic of Korea; Commander Islands, Russian Federation) and to manage transborder sites (e.g. the "W" region, involving Benin, Burkina Faso and Niger, the first in Africa of this type).

29. *World Science Day for Peace and Development*. The first World Science Day for Peace and Development was celebrated worldwide on 10 November 2002 under UNESCO auspices. The celebration involved many partners, such as governmental, intergovernmental and non-governmental organizations, UNESCO National Commissions, scientific and research institutions, professional associations, the media, science teachers and schools.

30. A number of projects are being supported by UNESCO, aimed at promoting empowerment, participating approaches and livelihood generation. In Brazil, through an agreement with the National Foundation for Indigenous People, technical cooperation is provided for an array of issues, from environmental protection to economic sustainability. UNESCO also cooperates in setting new curricular parameters and innovative didactic material for teaching indigenous languages as a first language. In Haiti, in the framework of the project "Cities: management of social and environmental transformations", a substantial programme is under way, aimed at improving living conditions through participatory approach and community dialogue. In the Caribbean, the Youth PATH project seeks to train youth in poor communities in the development and documentation of natural and cultural heritage sites so that such sites can become centres of internal or international tourism and in so doing generate income, develop communities and reduce poverty. Five country sites have been selected for the first stage of the project: the Bahamas, Barbados, Jamaica, Saint Lucia and Saint Vincent and the Grenadines.

31. *Environmental security, development and peace*. The University for Peace has implemented a number of short courses in recent months, and more are planned, in the field of natural resources and conflict prevention. The third year of the Dual Master's Degree Programme in Natural Resources and Sustainable Development, offered jointly by UPEACE and the School of International Service of American University, will begin in September 2003. A constructive relationship is developing with LEAD (Leadership for Environment and Development) International which will lead to the teaching of courses in the area of environment and development. The first UPEACE international course on development, peace and security was held in November 2002. A major focus of the new UPEACE programme is the field of environmental security and peace, with a full Master's programme to be launched in September 2004.

C. Actions to promote respect for all human rights

32. In line with the United Nations reform programme, which calls for the enhancement of human rights within the whole United Nations system, UNESCO will present to its Executive Board in September 2003 a comprehensive strategy on human rights, which aims to integrate a human rights-based approach in all UNESCO activities and projects. This strategy is the result of a wide consultation with other agencies and bodies of the United Nations system, in particular the Office of the United Nations High Commissioner for Human Rights and the International Labour Organization, on the one hand, and with UNESCO member States, on the other hand, to obtain inputs on human rights priorities and the establishment of strengthened cooperation for the implementation of the strategy.

33. *Promotion of human rights, peace and democratic principles*. In order to increase awareness about human rights standards and procedures, several publications and information materials were issued and widely disseminated. These include: *Human Rights: Major International Instruments* (*Status as at 31 May 2002*); Fourth issue of the *Bulletin of UNESCO Chairs* dedicated to the World Forum of UNESCO Chairs; revised editions of *Human Rights: Questions and Answers* and *A Guide to Human Rights*; publication of the third volume of the manual on human rights for universities, *Human Rights: International Protection, Monitoring, Enforcement*.

34. The conference on "The rights of the child and human security in the Euro-Mediterranean region", held in Marrakesh, Morocco, in October 2002, was structured around a series of thematic meetings, including: child abuse, sexual abuse, economic exploitation of children and child security; child security and migration; children and the risks of HIV/AIDS, children and drugs, education and child security; rights of the child and human security.

35. *UNESCO Chairs on human rights, democracy and peace in Africa*. UNESCO provided support to the International Symposium on the Application of the United Nations Convention on the Rights of the Child, organized by the Peace and Human Rights Institute at the Cheikh Anta Diop University in Dakar and the UNESCO Chair on human rights and democracy, University of Fribourg. The main outcome was an agreement to establish a regional network of multidisciplinary research and monitoring for the promotion and protection of children's rights in Africa. The Human Rights and Documentation Centre of the University of Namibia launched a

web site on research, teaching and advocacy on human rights, gender issues and democracy in southern Africa, which provides a tool and network for exchange and dialogue between universities, research institutes, NGOs and policy makers in the region. The Dag Hammarskjöld Chair in Zambia was officially launched in February 2003. Its specific areas of research and training will include the role of Africans in regional integration as well as in international peacekeeping and electoral observer missions; a programme on the relationship of human rights, sustainable development, environment and peace; as well as a specific focus on the role of women in peace-building and conflict resolution.

36. *UPEACE Programme in Human Rights Studies*. The second year of the Master's Degree Programme in Human Rights Studies and the Master's Degree Programme in International Law and the Settlement of Disputes will begin in September 2003.

D. Action to ensure equality between women and men

37. Taking into account the new policy context, a Gender Mainstreaming Implementation Framework has been issued, which seeks to translate the UNESCO commitment to mainstream the needs of women as stated in its Medium-Term Strategy for 2002-2007, throughout its programmes into practical directives that will yield visible and tangible results. The Framework, inspired by current best practices in gender mainstreaming within the United Nations system, offers baseline definitions of key concepts, proposes guiding principles for action and spells out the lines of responsibility within the organization to mainstream gender throughout its programmes. Issues related to gender are also central to the aims of UPEACE and are mainstreamed throughout the whole UPEACE programme.

38. *Women's rights*. In an effort to build a cohesive strategy promoting gender equality and the human rights of women more relevant to the needs of member States, UNESCO held consultations with pertinent parties in Africa, Latin America and Asia and at the international conference of the Association for Women in Development, held in Mexico. A concept paper on the human rights of women and gender equality formed the basis for discussion of regional priorities. In addition, UNESCO promoted women's rights through a variety of actions, including a national workshop to prepare gender-sensitive materials for women farmers (Harare, November 2002) that produced 15 illustrated post-literacy materials on land rights, domestic violence, inheritance, HIV/AIDS, agro-technology, cottage industry and women's rights as human rights.

39. *Women in the media*. Assistance was provided to the UNESCO Chair in women and new communication technologies for the Asia-Pacific region in Seoul for the production of features; web design and content development; and preparation of handbooks on best practices of women media professionals and gender-sensitive reporting. The publication, *Mujer y Prensa en América Latina* (Women and the Press in Latin America), prepared in collaboration with the Journalists Union of Brazil, which presents the experiences of women working in the media, is intended to promote increased access and wider participation of women in the media at all levels. In Africa, support was provided to the Kenyan Association of Media Women to enhance the use of information and communication technologies in its programme activities.

40. *Training course on gender and peace-building*. In November 2002, UPEACE held the second international training course on gender and peace-building for mid-career professionals from the United Nations and elsewhere. Two meetings of international experts on course development in the field of gender and peace took place in 2002 with a view to providing guidance on the content to be included in the UPEACE Master's Degree in Gender and Peace-building. The Master's programme will begin in September 2003. Furthermore, consultations were held in December 2002 between UPEACE and UNESCO to define common approaches to gender issues in Latin America.

41. *Implementation of the United Nations Girls' Education Initiative (UNGEI)*. UNESCO provided technical assistance and supported regional cooperation networking and national capacity-building to improve national policies and programmes for gender equality in basic education: national in-depth qualitative research studies (Lao People's Democratic Republic, China, Mongolia, Tajikistan) led to policy recommendations on how to increase girls' access to lower secondary education. The publication entitled *The Challenge of Achieving Gender Parity in Basic Education: A Statistical Review, 1990-1998*, in English and French, has been widely distributed in order to help decision makers to be better informed about the position of gender equality and equity.

42. *Gender, Peace and Development in the Caribbean*. Within the framework of the UNESCO Programme for Women and the Culture of Peace, a research project on Gender, Peace and Development in the Caribbean, was initiated to document research and development work being completed or in progress on gender, peace and development in the Caribbean, identify existing areas of need and propose a strategy to address these needs in gender, peace and development in the Caribbean and identify potential partners from the research community, the public, private and NGO sectors and development agencies.

43. *Gender mainstreaming for development*. UNESCO, in collaboration with the Centre for Gender and Development Studies of the University of the West Indies, hosted a two-day regional consultation on gender mainstreaming for development at the University's Mona campus in January 2003. The purpose of the consultation was to discuss key issues affecting gender mainstreaming in the Caribbean region and develop recommendations for action. In Pakistan, UNESCO collaborates with the Ministry of Women's Development and relevant NGOs in the preparation of a project on involvement of boys and men in the quest for gender equality. Two awards for best reporting by a female journalist and for most gender-sensitive reporting by a male or female journalist have been established by the Pakistan Press Foundation with the support of UNESCO. Reema Abbasi Hamidi and Hussain Askari of the monthly *The Herald* received the award for excellence in gender-sensitive reporting for their article entitled "Hatred's Legacy"; the award for best reporting by a female journalist was awarded to Saira Irshad Khan of the monthly *Newsline* for her article "Kandahar Chronicle".

E. Actions to foster democratic participation

44. One of the most important challenges for this century will be to achieve local, national and world democratic governance based on principles that are freely agreed to by the social actors involved. Building on its endeavour as a laboratory of idea

and experience-sharing for preparing guidelines and policies, UNESCO has taken part in the World Social Forum, which is currently one of the major venues for social and civic expression. UNESCO activities in this domain are mostly directed to help communities learn how to participate in local governance. UPEACE has also continued to work with International IDEA (Institute for Democracy and Electoral Assistance) on bilateral and multilateral projects in the area of the development of peace, democracy and human rights.

45. *Information and communication technologies as a tool for local governance.* The overall purpose of this project is to introduce the use of information and communication technologies as tools for improving local governance in Latin America and Africa. In Latin America, a partnership has been established with the Union Iberoamericana de Municipalistas (UIM) to develop and implement a distance training specialization course on local e-governance. The course, addressed to municipal officials and city professionals, complements an existing Master's programme on local governance and development (Programa de Gobierno y Desarrollo Local) developed by UIM in cooperation with the Escuela Virtual de Gobernabilidad, the Instituto Internacional de Gobernabilidad and the Universitat Oberta de Catalunya. In Africa, a partnership has been established with the African Training and Research Centre in Administration for Development in Morocco to develop a model e-governance training module to be tested and implemented through regional NGOs (including Sangonet) and universities (including the Open University of Zimbabwe and the African Virtual University).

46. *"Making Room": Education and Culture for Peace Programme.* Developed in partnership with state governments (including Rio de Janeiro, Bahia, Pernambuco, São Paulo and Rio Grande do Sul) since 2000, the programme aims at promoting the development of a culture of peace in local communities by opening schools on weekends for cultural and citizenship activities, sports and art workshops. It has significantly helped to increase the participation of young people in citizenship activities.

47. *Multimedia for Caribbean Communities.* This project has the objective of making information and knowledge more accessible to selected marginalized communities in urban, rural and remote communities through the provision of modern communication and information tools and requisite training. Launched in September 2002, it is intended to transform existing community radio stations that work in collaboration with UNESCO into community multimedia centres, complete with added facilities. Initial participating stations include those from Jamaica, Trinidad and Tobago, Barbados and Cuba.

F. Actions to advance understanding, tolerance and solidarity

48. UNESCO action to foster understanding, tolerance and solidarity has been essentially focused on the follow-up of the United Nations Year of Dialogue among Civilizations and on the observance of the United Nations Year for Cultural Heritage, which highlighted two main priorities: dialogue and reconciliation and development.

49. The whole UPEACE programme is founded on principles of tolerance and understanding and is developed on a multicultural basis. This ensures that all UPEACE Master's and other teaching materials reflect and respect a diversity of

values, cultures, circumstances and aspirations. UPEACE is continuing its follow-up work with Inclusion International after the International Seminar on Disability Inclusion for Peace, held in 2002. Further projects with Inclusion International and other organizations are under discussion. Cooperation is also proceeding in the development of courses and other activities in the field of civil-military relations, a topic being developed in Asia and in Central and Latin America.

50. *Dialogue among civilizations*. In order to broaden the basis of UNESCO activities pertaining to the dialogue among civilizations, a number of activities were undertaken, including: the setting up of a global network, involving competent organizations and research institutions as well as individual researchers, philosophers and intellectuals; the publication of scientific and policy-relevant papers and speeches in the UNESCO "Dialogue Series"; presentations at international conferences and meetings on UNESCO involvement in the dialogue among civilizations; and the co-organization and sponsorship of international conferences, meetings and events on the dialogue among civilizations. In this context, support was provided to the organization of an international conference, "Dialogue among Civilizations — Quest for New Perspectives", held in New Delhi in July 2003. The conference adopted the Delhi Declaration, which sets out an important framework of action for the years to come. The organization is also actively and substantially involved in the preparations for the Regional Forum on the Dialogue among Civilizations, co-organized by the President of the former Yugoslav Republic of Macedonia and the Director-General of UNESCO, to be held in Ohrid in August 2003. Finally, support will be provided to the forthcoming symposium on the dialogue among civilizations, scheduled to take place in Sana'a in October 2003.

51. *Cultural heritage and culture of peace*. As to UNESCO action aimed at the observance of the United Nations Year for Cultural Heritage, the framework of intercommunity reconciliation activities focused on the joint safeguarding of heritage affected by conflicts by selecting sites embodying values shared by different communities, particularly in the Caucasus region, in Afghanistan and in Bosnia and Herzegovina where, following studies by international experts, a number of projects are now in their operational phase.

52. *Combating racism and racial discrimination*. Within the framework of the programme to combat racism and racial discrimination, the preliminary results of a series of studies on the following subjects are now available: (i) xenophobia; (ii) new forms of discrimination, in particular discrimination linked to the new information and communication technologies and discrimination linked to technological progress, in particular in the fields of biology and medicine, including the HIV/AIDS dimension; and (iii) revitalization of standard-setting texts adopted by UNESCO and the creation of an effective mechanism for the application of such instruments. Furthermore, a comprehensive proposal to overcome racial discrimination in the school system was published in Brazil, entitled "Racial Discrimination in Schools", which analyses the most common ways that racism is expressed in society, including a discussion on the importance of judicial legislation in the struggle against discrimination.

53. At the country level, UNESCO initiated or supported a number of projects in the framework of the Declaration and Programme of Action on a Culture of Peace. These projects aimed at (i) promoting traditional ways of conflict resolution;

(ii) fostering mutual understanding through the exchange and performance of cultural arts; and (iii) strengthening intercultural dialogue among communities, including refugees.

G. Actions to support participatory communication and the free flow of information

54. UNESCO action focused on the preparation of the first phase of the World Summit on the Information Society, in particular the activities have been directed to the formulation of a common vision and principles for the information society. In this regard a number of thematic and regional conferences addressing key issues have been organized.

55. *Promoting freedom of expression and strengthening communication capacities.* With regard to freedom of expression, democracy and peace, UNESCO continued its three-prong approach. First, it continued its activities aimed at promoting and raising awareness about freedom of expression as a fundamental human right and enhancing protection of press freedom and journalists' rights through assistance and close collaboration with national, regional and international non-governmental and professional media organizations as well as press freedom advocacy groups. Secondly, it pursued its normative approach of providing assistance and advisory services to adapt media legislation and guidelines on access to information to internationally recognized principles. Thirdly, it continued operational activities to ensure follow-up of the declarations and plans of action of the five regional seminars on promoting independent and pluralistic media, in particular in conflict and post-conflict areas.

56. *Support to democratic media environment.* UNESCO stepped up efforts to promote and strengthen democratic media environment through assisting national authorities seeking to adapt their media legislation and policies to internationally recognized standards. Advisory services were provided to Bulgaria, including discussions on media legislation with the three branches of government, major professional media and the academic community. Support was also provided to Article 19, Radio Nederland and the Inter Press Service to undertake studies on legislation on access to information in Latin America. In the Arab States, a seminar on media and good governance was held in Amman in September 2002, in collaboration with the European Commission.

57. *Media for peace and tolerance.* As part of the efforts to restore or consolidate peace and impart the values of non-violence and tolerance through and by the media, UNESCO continued its support to the South-East European News Exchange for Public Service Television Broadcasters (ERNO). ERNO functions as a human and technical resource development framework with the goal of strengthening peace and democracy in South-East European countries through public service television. The organization also continued its assistance for local television production in Serbia: together with the Soros Foundation, it supported a number of independent production houses to produce documentaries, a series of reports and cultural programmes as well as a training course in documentary filming in the University of Arts in Belgrade.

58. *UPEACE Institute for Media, Peace and Security.* The ways in which the media interact with issues of conflict, peace and security are becoming more and

more a question of vital importance. UPEACE has now established its Institute for Media, Peace and Security, which will be located in Geneva. Funding has been found and development has begun of a "module" to be included in UPEACE Master's programmes and various short courses. Research in the area of media and peace will be initiated with specific reference to the regions of Latin America and Africa.

59. *UNESCO INFOYOUTH programme*. This global network of youth organizations seeks to promote information-sharing and exchange on youth issues and to support the development and implementation of appropriate and coherent youth policies at the local and global levels. The activities emphasize providing opportunities for young men and women who are marginalized, disadvantaged and in conflict zones to achieve their full potential and contribute positively to society.

60. *Promoting freedom of the press and capacity-building*. In 2002 in Haiti, UNESCO organized a month of mobilization for the freedom of expression and the freedom of the press and created the Jean Dominique Prize for press freedom. In addition, a meeting was held between academics and journalists from Haiti and the Dominican Republic on the theme of the end of slavery and its consequences on the two societies. This meeting tackled publicly the issue of the African contribution in the construction of the Dominican identity. In the Caribbean, regional support was provided to community radios and to organize workshops in the region in order to build capability among media professionals so as to identify and articulate their needs, prepare proposals and implement their own projects in communication development.

H. Actions to promote international peace and security

61. *Improving human security by better management and social change*. This is one of the 12 strategic objectives of UNESCO which, along with the cross-cutting theme on eradication of poverty, expresses the commitment of the organization in the framework of its medium-term strategy (2002-2007) for this action area. UPEACE is active within the United Nations system and is working closely with the Department for Disarmament Affairs and the Department of Political Affairs of the Secretariat and a wide range of United Nations agencies and other bodies, including the United Nations University, UNESCO and UNDP.

62. *Elaboration of ethical, normative and educational frameworks for the promotion of human security*. As part of the follow-up to the plan of action of the first meeting of directors of research and training institutions on peace in November 2000, the elaboration of ethical, normative and educational frameworks for the promotion of human security and the prevention of conflicts at their source was begun, in cooperation with high-level regional experts, training and research centres and universities, including the Facultad Latinoamericana de Ciencias Sociales-Chile and the University of Montevideo, Uruguay, for the Latin America and the Caribbean region, with the Institute for Security Studies (South Africa) and the UNDP "African futures" programme (AFCEN-UNDP) for the Africa region, and with the Korean National Commission for UNESCO for the East Asia region. In the process of developing these frameworks, particular attention was paid to the promotion of respect for human rights, policies in support of sustainable development and the campaign against poverty and extreme poverty. The following

works were published and widely disseminated: "Peace, Human Security and Conflict Prevention in Africa" and "Seguridad Humana, Prevención de Conflictos y Paz en América Latina".

Preserving peace — UPEACE activities

63. UPEACE held two international seminars on human security in November 2002 and April 2003. In August 2003 there will be an experts' seminar on human security in Central America. Human security is a central topic in the regional programme of UPEACE in Latin America and UPEACE is working together with the Centro Mundial de Investigación para la Paz (World Centre for Peace Research) in Montevideo to develop activities in this field. UPEACE continues to be in contact with the International Court of Arbitration, with headquarters in The Hague, regarding the establishment of a subsidiary office for Latin America at UPEACE headquarters.

64. UPEACE has been working with Interpol, the Inter-American Drug Abuse Control Commission and the United Nations Regional Centre for Peace, Disarmament and Development in Latin America and the Caribbean on the preparations for a seminar in November 2003 on training officers responsible for the control of illicit trade of small arms.

65. *The World Centre for Research and Training in Conflict Resolution*. The Centre, launched last year in Bogotá, was established under an agreement between the University for Peace and the Government of Colombia.

66. *Water resources management*. The growing emphasis on water supply, sanitation, shared water management and water-related disasters reduction and on addressing the inherent social challenges characterizes the activities of the UNESCO International Hydrological Programme and the World Water Assessment Programme. Major activities were launched in early January 2002, with the main emphasis on minimizing threats to sustainability and security of the vulnerable freshwater resources in many parts of the world, particularly developing countries. The international conference, "From Conflict to Cooperation in International Water Resources Management: Challenges and Opportunities", was held in November 2002 in the UNESCO-IHE Institute for Water Education in Delft, the Netherlands, within the framework of the project "From potential conflict to cooperation potential: water for peace", a contribution of UNESCO and Green Cross International to the ongoing World Water Assessment Programme. The event strengthened the organization's position of intellectual leadership in shared international water management and provided important references and examples of good practices for practitioners worldwide.

III. The role of civil society

67. In its resolution 57/6, the General Assembly encouraged civil society to strengthen its efforts in furtherance of the objectives of the Decade. In the framework of the implementation of the Action Plan for the International Decade for a Culture of Peace and Non-Violence for the Children of the World, adopted in December 2001 by the International Conference of NGOs, maintaining official relations with UNESCO, a project entitled "Heritage and a culture of peace" was launched in December 2002, in collaboration with the UNESCO culture of peace

coordination, which aims to identify a monument or symbol of local heritage that represents a vehicle for dialogue, peace and reconciliation so as to facilitate the appropriation of the notion of a culture of peace by the local population and the general public. In this respect, more than 300 NGOs were invited to participate in the initiative through the mailing of the "Heritage and a Culture of Peace" brochure published for this occasion.

68. In December 2003, the annual congress of the International Conference of NGOs, maintaining official relations with UNESCO, will focus on the evaluation of the implementation of the Action Plan as a first assessment of actions taken by NGOs for the promotion of a culture of peace in this framework.

69. The relationships with civil society are being further developed during the International Decade at the national level through national focal points and at the international level through the NGO-UNESCO Liaison Committee and the equivalent committees at United Nations Headquarters. Actors in the global movement are invited to share information about their actions (events as well as projects) through the communication and networking arrangements initiated in 2000.

IV. Communication and networking arrangements

70. The communication and networking arrangements established during the International Year for the Culture of Peace are being continued and made available to serve actors of a culture of peace in their work during the Decade. They make possible an instant update on efforts of the global movement. An interactive web site, maintained by UNESCO, serves as a rallying point for Decade activities and enables all actors to exchange information and resources for better interaction and networking and serves as a tool for advocacy. The core data on this web site (e.g. events, projects of long duration, articles and signatures gathered for Manifesto 2000) are being updated by the culture of peace actors themselves.

71. As of July 2003, 2,285 actors are registered on the culture of peace web site, including 256 international organizations, 248 national coordinators and 1,781 national and local organizations. All these actors have registered 1,029 events and 161 projects aimed at the promotion of a culture of peace. The increase of actors and activities registered in the culture of peace in 2002-2003 shows a continuing interest for the culture of peace at all levels of society and the acknowledgement of the need for a strong tool for the diffusion and promotion of initiatives taken for the purpose of peace and non-violence in the entire world.

V. Conclusions and recommendations

72. **The present report is a preparatory contribution to the report of the Secretary-General to be submitted to the General Assembly at its sixtieth session in 2005 on the observance of the International Decade for a Culture of Peace and Non-Violence for the Children of the World at its midpoint and on the implementation of the Declaration and Programme of Action on a Culture of Peace.**

73. **Member States are invited to develop further their activities promoting a culture of peace and non-violence at the national, regional and international**

levels and to provide information about such activities to UNESCO through their national focal points for the Decade. Civil society, including non-governmental organizations and actors at the local, national and international levels should also be encouraged to complement the initiatives of Member States, the organizations of the United Nations system and other regional and international organizations.

74. Concerning formal and non-formal education for a culture of peace where a number of joint initiatives are being developed by international organizations, specialized agencies, funds and programmes of the United Nations, in particular UNESCO and UNICEF, should be invited to continue and further strengthen their collaborative efforts in this area.

75. UNESCO should strengthen its efforts to coordinate activities and initiatives implemented by all the actors of the culture of peace network (including the United Nations system, non-governmental organizations and local and national organizations) in order to ensure the coherent implementation of the Declaration and Programme of Action on a Culture of Peace.